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ABSTRACT

This module describes methods for creating and improving vocational programs for special needs learners. It also provides a list of resources available to educators and parents working with vocational programs. The guide includes a list of definitions and uses a question-and-answer format to provide information on the importance of vocational education, prerequisites for a successful program, steps for developing a vocational program, sex equity, parental involvement, delivery options for disabled students, work experience programs, cooperative education, community-based training, grants, and curriculum materials. (KC)

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TITLE: BUILDING VOCATIONAL PROGRAMS

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Abstract: This packet describes methods for creating and improving vocational programs for special needs learners, and describes resources available to educators and parents working with vocational programs.

CE 055 358

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BUILDING VOCATIONAL PROGRAMS

Overview

Many learners with special needs could benefit from vocational education to prepare for competitive employment. Educators can help students by assessing their needs and goals, keeping aware of the available training options and resources that meet these needs and goals, and helping their school or community find ways to create new programs. Further, educators can encourage student and parent involvement as a means to build vocational programs.

DEFINITIONS/TERMINOLOGY

Academically Disadvantaged Individual	An individual who scores below the 25th percentile on a standardized achievement or aptitude test or who fails to attain minimal academic competencies.
Advisory Council	An advisory council is established to: a) assist in formulating vocational education programs, b) provide a liaison between vocational education programs and the community, and c) support development of legislation and funding for programs serving students with special needs.
Career Education	Education which is the totality of experience through which an individual learns about and prepares to engage in work as part of one's way of living.
Community Based Training	The utilization of training stations in actual employment settings to provide realistic and functional training for employment.
Competency Based Education	A structured method for organizing and delivering instruction, in which students gain specific competencies considered to be important for them to attain goals.
Early Entry	A program for students who need an extra year in the vocational program to master the skills. The student must be at least 15 years old and a 9th grader. An I.V.E.P. must be written which documents the reasons the student enters the program early.

Generalizable Skills	Skills that are both basic and transferrable to several different types of jobs.
Handicapped	Applied to individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired and persons with other health-impairments, or persons with specific learning disabilities, who by reason thereof require special education and related services; and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
Individualized Vocational Education Plan (IVEP)	A plan written for disadvantaged students who are enrolling in vocational programs. The plan should include the student's goals and objectives in the vocational class.
Individualized Written Rehabilitation Plan (IWRP)	A written plan developed for an individual with disabilities eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives, services and timelines for providing services.
Job Analysis	A procedure providing information on what a worker does, how the job is done, and why it is necessary.
Job Training and Partnership Act (JTPA)	A national employment program for special needs youth, dislocated workers and others. It provides youth with training through its State Grant Program Title II-A. Most JTPA money pays for training costs and for staff who provide time-limited services; little money goes toward stipends.

Limited English Proficiency (LEP) Individuals	Those who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians or Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language and who have been denied the opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in our society.
Occupational Data Analysis System (ODAS)	A computer-based system that uses data from three existing data bases to assist business, education, and industry in developing relevant vocational programs.
On-the-Job Training	Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. The training is sometimes given by a job placement specialist or job trainer.
Supplemental Professional Staff	Personnel used to assist a vocational teacher if the vocational school determines that the enrollment of students with special needs is substantial enough to require assistance.
V-TECS (Vocational Technical Education Consortium of States)	A consortium of states providing competency-based vocational technical education materials.
Vocational Teacher Aides	Personnel used to provide assistance to vocational education teachers.
Work Experience Coordinator	An individual who supervises students working on a job part-time and attending classes at school for the remainder of the time.

Frequently asked questions

Q. WHY IS VOCATIONAL EDUCATION IMPORTANT?

A. Learners with special needs face many barriers to obtaining employment. These include: lack of job skills, job seeking skills and independent living skills; lack of opportunities for vocational and higher education; lack of opportunities and discrimination in job markets; inaccessible work sites and lack of services (such as placement and follow-up, transportation and day care) which are barriers to keeping jobs.

Inadequate employment causes this population many problems. Unemployment and low wages cause many to live in poverty, while others must stay dependent on their families in adulthood. In 1983, 50-85% of disabled adults were unemployed and disabled women earned about one-third that of disabled males (Sarkees and Scott, 1985). Many unemployed people lack opportunities for meaningful involvement in other areas, such as recreation and family life. They need employment opportunities to foster self-esteem, gain a sense of mastery and develop new skills. Vocational education and employment placement programs help special needs students meet these basic necessities for a quality life.

Vocational education is also important for our economy. The demand for skilled employees is increasing while the supply of skilled workers is decreasing. Between 700,000 and one million youths drop out of school each year and many of them are functionally illiterate (Center for At-Risk Youth Manual, 1987, Missouri LINC). More individuals with special needs will be entering the work force because demographic trends will result in fewer young workers taking the place of those who leave the work force.

Q. WHAT ARE SOME PREREQUISITES FOR A SUCCESSFUL VOCATIONAL PROGRAM?

A. Vocational programs must meet the needs of the whole student to be successful. One aspect of this is to ensure that students take all the steps required to prepare for adulthood. These include: exploring their career options and defining ones they want and are able to pursue; the acquisition of basic skills (math, spelling and reading), good work habits (such as getting along with co-workers and finding supportive relationships at work), acquiring generalizable vocational skills (such as typing or organizational skills) and skills pertaining to specific jobs (such as laying bricks or taking engines apart); acquiring independent living skills (such as budgeting and preparing meals), and acquiring job seeking skills (such as

writing resumes and cover letters). Each student has different developmental needs that educators can help meet through individualized programs. Some students have developed career interests but lack basic or vocational skills; some have adequate basic skills but lack skills in a specific job they are interested in; others have marketable skills but are unable to find jobs.

The second aspect of effective vocational programs is the coordination of services. The Individualized Education Program (IEP) and Individualized Vocational Education Plan (IVEP) planning process is meant to insure that students receive all the services they need (such as counseling and tutoring), in a timely manner. During the IEP/IVEP meeting, educators, support personnel and parents can communicate with each other about how the student is performing, what his/her needs are and how each component of the program (such as counseling or career education) is affecting the other components.

Another component focuses on the learning environment. Some students learn better from hands-on approaches such as shop classes or laboratories, and can learn basic and vocational skills better outside the traditional academic environment. Many work study and summer employment programs make academic work relevant by teaching students basic skills or employ-ability skills part of the day and releasing them for employment part of the day. Teachers can also use everyday activities and functional curriculum materials that teach basic skills and independent living or vocational skills at the same time. For example, a student who wants to work in a restaurant can learn reading by practicing reading menus. Such training, when focused on independent living skills, also enhances students' effectiveness as an employee. For example, a student who learns to do math by comparing prices at grocery stores may later use these skills in any number of jobs.

A fourth component of successful vocational programs involves placement services. Many students need help finding jobs or additional vocational training that meet their vocational needs. Some students lack job-seeking skills, such as finding job openings and making a good impression on employers. Some lack awareness of the employment and training options open to them. Others have disabilities that limit their abilities to communicate with potential employers and vocational training providers. Some lack the transportation to do extensive job-hunting. And others face a competitive job market that traditionally excludes disabled and disadvantaged people. Many education agencies and social service agencies provide placement programs. Their services can include: maintaining files

containing information about schools, training programs and companies, lists of jobs currently available in the community, advocacy for disabled job seekers, training in job seeking skills, referrals to training programs or employers, help in writing resumes and cover letters, agreements with employers to provide jobs for a specific number of disabled individuals, and help in setting up interviews.

A fifth component of successful vocational programs concerns the use of competency based education. This entails implementing--for each student--the activities, curriculum materials and teaching strategies that will best help him/her achieve the competencies she/he is striving to attain. Individualized programs can effectively address student differences in abilities, needs and goals. The method involves (1) identifying specific competencies important for students to possess (such as naming all the parts of an engine, or fixing certain parts of an engine); (2) specifying objectives in behavioral terms; (3) deciding what criteria the student and educators will use to determine to what degree the student is meeting his/her objectives; (4) providing learning activities that will help the student meet his/her objectives; and (5) holding the student accountable for his/her performance.

Since individualized programs are more difficult to manage than more traditional approaches to education, the Missouri Department of Elementary and Secondary Education (DESE) has introduced the Vocational Education Instructional Management System (VIMS). VIMS is a method of systematizing the educational process so that teaching objectives are defined and student progress is reported in terms of objectives. It also helps educators systematize their record keeping procedures and manage the instructional process by following six steps, most of which have been developed by and are available to vocational educators in Missouri. These include:

- Identify tasks and competencies in the occupation the student is interested in,
- Develop specific performance objectives for each competency identified,
- Develop criteria for evaluating student performance competencies,
- Select instructional delivery methods and plan the use of resources available to the program,
- Develop a system for reporting student progress, and
- Establish processes of administrative supervision and communication among educators.

VIMS materials are available from: Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, MO 65211, (314) 882-2883 or (800) 669-2465 (in Missouri only).

Q. WHAT ARE THE STEPS IN DEVELOPING A VOCATIONAL PROGRAM?

A. Vocational program development requires many steps. Sometimes several groups and organizations in a community (such as schools, parent groups, and social service agencies) work through these steps together to make large-scale improvements in vocational programs. These people may serve as the program advisory council.

First, educators assess the characteristics of vocational programs that are currently operating. These include identifying the available program options, curriculum options and support services. Educators can identify the strengths and weaknesses of existing programs (voids in curriculum and program options) and develop strategies for strengthening or better coordinating these programs. Groups and organizations that work together are often able to develop new resources or coordinate existing resources more effectively than one agency working alone.

Second, educators develop program goals and rationales. These include a broad statement of the program's purpose, a list of desired exit competencies and an explanation of why these exit competencies are worth working toward. An example of a program purpose is "to provide students with opportunities they will need to become productive workers." A rationale for this purpose could be that students will become more capable of productive employment as adults if they obtain relevant work experience and training while in school (Rusch, 1986).

Third, educators identify the ideal characteristics of a vocational program that would best achieve program goals. This includes identifying student goals and needs, and determining the types of experiences and services that would best facilitate student development. Different students may benefit from particular types of training stations, learning environments, curriculum materials or support services.

Fourth, educators design programs that will best meet student needs. They must develop a specific plan for program implementation. This includes designing new program options, identifying personnel who will be involved in the program, specifying their responsibilities for selecting and developing curriculum materials and developing a timeline for program activities. All the details in the implementation plan should logically relate to the goals set for the program. Thus, educators must make explicit their rationales for each aspect of program design.

Fifth, educators implement and evaluate programs. Staff who are new to a program often need inservice training. Program evaluation is necessary, due to the complex nature of vocational programs. Possible weaknesses to look for in vocational programs include: selection of services, training options or instructional strategies that fail to meet student needs, lack of input from some program participants (such as students, parents or agencies within the community), and programs that do not last long enough for students to gain full benefits.

Successful programs are often characterized by involvement in all stages of program development by students, parents, education personnel, and others whom the program will affect. This helps involved people feel an ownership of the program, and stimulates creative thinking and cooperation of all those involved.

Q. HOW CAN EDUCATORS ENSURE THAT VOCATIONAL PROGRAMS ARE EQUITABLE TO BOTH WOMEN AND MEN?

A. Traditionally, education programs have served males and excluded females, have encouraged women to train for and take jobs that are low in status and pay, and have set strict boundaries on which jobs men and women thought were appropriate for them. Project SERVE (Sex Equality Resources for Vocational Education) provides technical assistance and resources to vocational programs, and their participants, to promote equality in vocational education. Its services include: posters and brochures encouraging men and women to enter nontraditional careers, material on the availability of programs for parents, and displaced homemakers, assistance to personnel who want to develop vocational education programs for single parents and homemakers, information on surviving in the workplace and materials describing various careers. For more information, contact Project SERVE, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, MO 65211, (314) 882-2884.

Q. HOW CAN PARENTS INCREASE THEIR INVOLVEMENT IN, AND UNDERSTANDING OF, VOCATIONAL PROGRAMS?

A. Parents can improve vocational programs by helping their children make career and other choices and assisting schools and community organizations to implement vocational programs. The Missouri Parent Alliance for Cooperative Training (MPACT) (1-800-284-6389 in St. Louis and 1-800-666-7228 in Springfield) helps parents become more effective at these tasks through parent education programs on the IEP process, communicating with educators, parent rights and other topics. MPACT also offers individual assistance to

help parents through the special education process (which can include vocational education access), information and referral and a parent volunteer program.

Q. WHAT ARE THE DELIVERY OPTIONS AVAILABLE TO DISABLED STUDENTS IN VOCATIONAL PROGRAMS?

A. The continuum of services range from regular vocational programs to self-contained programs. Vocational programs must strive to maintain students in the least restrictive environment. Following is a description of each alternative of the vocational service model outlined by Sarkees and Scott (1985).

(1) In regular vocational education programs, students participate full-time in existing programs with few alterations in the curriculum or learning environment. Additional services (such as speech therapy) and slight modifications (such as the use of adaptive devices) are sometimes needed. Vocational personnel take most of the responsibility for delivering vocational services, while special education teachers and support personnel help when needed.

(2) In adapted vocational programs, the student participates in regular vocational programs, but requires adaptations in equipment, curriculum, instructional materials or teaching techniques. The vocational educator takes primary responsibility for services, but support personnel may provide tutoring, in-class assistance or make other adaptations.

(3) Modified vocational programs are for students who can acquire knowledge and skills from a vocational program, but who have trouble succeeding in regular programs. Special needs personnel provide more services in this model. Vocational educators teach students and special needs personnel may provide tutoring, counseling, etc. to the student, as well as adapt materials and curriculum and develop job sites. The classroom may require physical changes to compensate for a student's disability or learning styles. Each student may need a different set of competencies, approaches to learning, time frames for completing tasks, and instructional approaches.

(4) Individualized vocational programs are for students who have difficulty performing in regular vocational programs, but who want to obtain the skills and experience required to perform specific types of jobs. Such programs often include work-study and on-the-job training. Special educators

provide most of the coordination and instruction for such programs. Students receive vocational instruction, in groups or individually, in a classroom or at the worksite.

Q. WHAT ARE SOME IMPORTANT CHARACTERISTICS OF WORK EXPERIENCES TO INCLUDE IN VOCATIONAL PROGRAMMING?

A. Supervisors at settings in which students obtain work experience can take many actions to insure students receive maximum benefits from the experience. These include:

- giving students clear instructions on how to perform tasks and clear feedback on how to improve performance;
- educating co-workers about a students' disability, including what she/he can do and what she/he needs help with;
- introducing students to new co-workers and explaining what these workers' jobs are;
- helping students adjust to the social climate, and initiating social contacts with co-workers;
- helping students adjust to their physical surroundings so they can do their jobs with fewer barriers;
- setting clear expectations that a student come to the supervisor when she/he has a problem, rather than expecting the supervisor to continually check for problems;
- clearly communicating with students all relevant policies on dealing with employers;
- providing students with tasks that are challenging but within their abilities to perform;
- providing praise for behaviors (such as coming to work on time) and tasks she/he has done properly;
- holding students to appropriate standards of quality and quantity of work;
- emphasizing safety on the job; and
- allowing a student to learn by trial and error, but providing guidance on how to perform tasks when needed.

Q. WHAT IS THE DIFFERENCE BETWEEN COOPERATIVE OCCUPATIONAL EDUCATION (COE) AND COOPERATIVE SCHOOL EXPERIENCE (CSE)?

A. COE and CSE programs are closely related in mission. In both programs, students earn school credits for working part-time in school-monitored settings. The academic and work experience components are coordinated so that classroom activities are relevant to, and help the student improve in, work skills. Classroom instruction focuses on basic skills and knowledge and skills required in the specific vocational settings. Students receive wages, usually paid by the employer.

COE and CSE programs differ primarily in the populations they serve. COE programs are available to students who are

prepared for a regular vocational curriculum. Students are supervised by a vocational instructor. CSE programs are for students who are eligible for DVR services. This includes people who: 1) have a physical or mental disability, 2) whose disability makes it difficult for them to be employed, and 3) who will have a greater chance of obtaining employment if they receive vocational services. Students in CSE programs are usually supervised by a special education instructor. DVR can sometimes provide students in CSE programs with such services as paying transportation costs and paying employers. The Job Training and Partnership Act sometimes provides these services for disadvantaged learners in COE programs.

DESE recognizes and will approve both COE and CSE programs. Students are allowed to participate in these programs off-campus and still be counted in membership and attendance for state aid purposes. Also, students can receive high school credit for these programs.

DESE has written a policy that guides LEAs in developing off-campus programs for high school students, entitled "Guidelines for Missouri's Cooperative School Experience Program for Handicapped Students." Educators can obtain copies of these documents from DESE.

Q. WHAT ARE THE PROCEDURES FOR ESTABLISHING A COE PROGRAM?

A. Schools can take several steps to build a COE program. First, a coordinator to facilitate the program needs to be in place. Sometimes vocational or other instructors assume this role; however, this person must meet certification requirements set by DESE. The following issues are relevant to establishing a program:

- Teachers who supervise students must hold Cooperative Vocational Education Certification or be in the process of achieving it.
- Educators establish procedures for obtaining direction and volunteer labor for the program from parents, students and other parties the program will affect. Parents and students can serve on a program steering committee or advisory committee.
- The coordinator (and other involved personnel) conducts a needs assessment to determine which students need a COE program and what types of training and work experiences they need.
- Educators conduct a cost analysis to determine what funds are available for the program and what funds are needed.

- The program participants determine the program's philosophy, objectives, personnel, responsibilities, organizational structure, budget, groups targeted for services, activities the program will provide, occupations for which training will be given, facility accommodations needed and procedures for publicizing the program.
- Program personnel locate suitable training stations for students. Potential work sites: are accessible for students with physical disabilities; have supervisors and other employees who will treat the student with respect and spend time training him/her to do the job; has up-to-date and safe facilities and equipment; and has reasonably challenging work for the student to perform.
- Educators develop cooperative agreements with employers to place a certain number of students a specific number of hours. The agreement should specify the duties of educational personnel, the employer and the student.
- The educators provide technical assistance to employers on what students' needs are and under what conditions they learn best, and monitor work sites to help students and employers work well together.
- Educators match students with the most appropriate training sites. They consider student interests and abilities, employer needs and type of work offered, school and work schedules, the personalities of students and potential co-workers, transportation needs and other factors.
- Administrators set up a continuing professional development program so that educators and employers participating in the program can improve their knowledge and skills in carrying out tasks of COE programs.

Q. WHAT ARE THE PROCEDURES FOR ESTABLISHING A CSE PROGRAM?

A. Schools take several steps in developing a CSE program:

- Personnel determine which students need work experience.
- The district enters into an agreement with DVR delineating the responsibilities of the school district in carrying out the CSE programs. DVR also agrees to provide the student with appropriate services and to assign a rehabilitation counselor to the school district. His/her responsibilities are to: determine students' eligibility for DVR services, approve the nature and scope of services to be provided by DVR, provide administrative, technical and consultative services to the school district, participate in the development of IEPs for students receiving DVR services, correlate students' Individualized Written Rehabilitation Plans (IWRPs) with IEPs to assure common objectives and goals and to assure total planning for the student, and to provide a copy of the IWRP to the school district. The school district agrees to: establish a special education cooperative class on the secondary level, provide release

time for the Vocational Adjustment Coordinator (VAC) for disabled students participating in the program so she/he can provide access to and copies of school records of participating students to DVR, and make the VAC available to help develop the goals and objectives of the IWRP with those of the IEP.

The school district hires a program coordinator. DESE requires that a certified VAC facilitate the program. Duties of the VAC include: developing a communication network, cooperating in the development of IEPs, facilitating student progress, maintaining records and reports on students eligible for the program, developing training sites and implementing on-the-job training, interfacing with the DVR counselor and assisting with job placement after students have completed the training program.

The next steps in developing a Work Experience Program are similar to those for developing COE programs. These include obtaining input from parents and students, or setting a timeline on tasks and publicizing the program. The LEA must develop a plan that describes the procedures to be used in the selection of the trainer/employer, attendance reporting procedures, and procedures to be followed when students cease employment and return to the classroom setting.

Q. HOW CAN COMMUNITY BASED TRAINING BENEFIT A VOCATIONAL PROGRAM?

A. Community-based training allows students to learn relevant skills in settings similar to those they will work in upon completion of training. Some advantages of this are that students:

- perform useful, real work;
- learn social skills through their contacts with co-workers;
- gain confidence and self-esteem from holding a "real" job;
- learn vocational survival skills (such as how to adjust to a faster pace of work, manage time and display appropriate work attitudes);
- define their career interests by trying out different types of work in different settings; and
- learn skills that are transferrable from one setting to another.

Q. WHAT ARE THE STEPS TO DELIVERING A COMMUNITY-BASED TRAINING PROGRAM?

A. Community-based training programs require several steps not found in some other types of programs. First, educators .

compile a list of potential training sites. These include settings in business and government. Second, educators contact employers and establish training sites. This requires them to have a knowledge of student needs and goals, and an ability to identify training stations that will best fit student needs. They must break a task students may perform into its components to determine whether he/she will be able to perform the task. Third, educators place students in appropriate sites and help employers train them. Students first learn the components of a task and then how to integrate tasks to carry out the larger task. Educators provide employers information about student needs so they will better know how to train them. They gradually transfer supervision of the student to nonschool staff (Rusch, 1986).

Q. CAN BUSINESSES ENHANCE STUDENTS' VOCATIONAL EDUCATION?

A. Yes! Businesses have many resources they can share with students. They can give students work experience, employ students who have the most difficulty finding jobs (disadvantaged and disabled students), pay employees for time they spend teaching students vocational or basic skills, encourage employees to form relationships with students and become "mentors", donate or loan schools equipment or supplies for use in vocational instruction, provide training sessions in vocational skills and provide information on career opportunities in their areas of business. Schools and other agencies can access resources from businesses by negotiating cooperative agreements with them. Examples of such agreements are:

- a business agrees to hire a certain number of disadvantaged youth each summer, and the school agrees to monitor students' performance during that time period; or,
- a business agrees to allow students to use their laboratories, while the school agrees to ensure safety requirements are maintained.

Several organizations provide information to schools and other entities that want to form cooperative agreements to enhance vocational education. The Committee for Economic Development (477 Madison Avenue, New York, NY 10022, (212) 688-2063) helps bring businesses and educators together to prevent students from dropping out. The National Alliance of Businesses (101 S. 15th Street, Washington, D.C. NW, 20005, (202) 289-2900) performs technical assistance for those wishing to create partnerships. It also has a library describing creative programs.

Q. HOW CAN STUDENT-RUN BUSINESSES ENHANCE VOCATIONAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

A. In parts of Missouri, opportunities for employment and work experience are limited. Traditional methods of increasing those opportunities (such as attracting industry) may not adequately meet a community's needs. Developers may provide employment opportunities for only part of the population, or tend to pay low wages and often generate revenue for a community for only a short time (when construction is finished or when other communities offer incentives to relocate). Many small, community based organizations in the U.S. are creating new jobs and vocational training opportunities - and generating more income for their communities - by starting small businesses that take advantage of local resources, talents and needs. These businesses keep money in the community that would otherwise flow out. Examples include a food processing plant that allows local people (rather than a company from another area) to make money off of locally produced farm goods, and a clothing manufacturing company that allows people to buy clothing locally rather than importing it (McCall, 1988).

Several youth groups have successfully run businesses that have provided them with jobs and vocational training. Examples include:

- A group of youths in Washington, D.C. received training in organizing skills, then helped other youths start businesses in rehabilitating and weatherizing houses.
- Composting and cleanup services for local businesses.
- A Future Farmers of America chapter in Elkton, SD that grew and sold mushrooms, and helped other farmers learn how to grow them.

Such projects can obtain funding and technical assistance in several ways. Businesses sometimes agree to donate their personnel to help students learn to set up and run businesses, and to perform specific tasks required by their businesses (such as steps taken to rehabilitate a house). Businesses may agree to provide funds students need for start-up costs for their businesses, or to contract with the student businesses for goods and services. Community Development Block Grant (CDBG) money distributed by local municipalities can go to projects such as these. The Small Business Administration of the U.S. Government (1-800-368-5853) provides grants and loans for new businesses that need start-up money. "Government Giveaways for Entrepreneurs" by Mathew Lesko, (Information U.S.A., P. O. Box 15700, Chevy Chase, MD 20815) has information about other government grants and loans. Some lending institutions specialize in giving loans to low-income people and organizations at low

interest; people involved in, or publications concerning cooperatives can provide information on where to locate these institutions. Some groups have formed Community Development Foundations that can receive money from businesses and other entities, and channel it to projects that meet the needs of groups they have targeted to serve. Other groups have obtained money from foundations that already exist to meet specific needs; some foundations specialize in funding vocational education programs.

The Missouri Community Economic Development Projects Office, (628 Clark Hall, University of Missouri-Columbia, Columbia, MO 65211, (314) 882-2937) conducts community economic development training workshops for groups interested in starting projects like those described above, and has a data base describing case examples of successful economic development projects around the U.S.

Q. HOW CAN EDUCATORS OBTAIN GRANTS FOR VOCATIONAL EDUCATION PROJECTS?

A. Education agencies obtain grant money for vocational education programs from government bodies, businesses, foundations and charitable organizations. The Excellence in Education Act allows Missouri teachers to obtain money for a wide variety of small programs. The Department of Elementary and Secondary Education (DESE) has information on organizations which provide services or information for specific disabilities, such as deafness or head injuries. Sometimes these organizations give money for vocational training for a certain individual, or for a group of people. Local chapters of groups such as the Optimist Club or the Lions Club often raise money for community service projects. High school and college student groups often perform fundraising activities for certain causes. School boards often ask voters to approve of funding increases, and may be willing to use some money for vocational programs for special needs students.

Many sources provide information that helps education agencies obtain grant money. Materials that describe new sources of grant money, and how to write a grant proposal include:

<u>Local Government Funding Report</u>
Government Information Services
752 National Press Building
NW Washington, D.C. 20045

The Grant Letter
Baraka Books Ltd.
453 Greenwich Street
New York, NY 10013

MH-MR Report (Mental Health/Mental Retardation)
Morris Associates, Inc.
1346 Connecticut Avenue NW
Washington, D.C. 20036

United States Government Manual
Catalog of Federal Domestic Assistance
Congressional Record/Federal Register
Commerce Business Daily
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Program Planning & Proposal Writing
by Norton J. Kiritz
The Grantsmanship Center
Dept. DD
P.O. Box 6210
Los Angeles, CA 90014

Q. WHAT VOCATIONAL EDUCATION MATERIALS DOES MISSOURI LINC OFFER?

A. Missouri LINC has written many handbooks that are available through the Instructional Materials Laboratory (IML). Some of the handbooks are: "Missouri Transition Guide," "Centers for At-Risk Youth Manual," and "Vocational Adjustment Coordinator Manual."

Missouri LINC has also developed modules on various topics related to vocational education. Topics include: At-Risk Youth, Functional Curriculum, Vocational Student Organizations, Assessing Employer Needs, Alternative Training Options, Competency Based Curriculum, Cooperative Interagency Agreements, Identification of the Disadvantaged, and Career Education.

At IML, handbooks on Access Skills are available in several manuals:

- ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students (Revised Entry Level Skills Inventory) - ACCESS SKILLS have been identified for vocational programs listed on the Vocational Administrative Management System (VAMS). Skill areas include math, physical demands/working environment, aptitudes, temperament and vocational. Sample occupational areas,

Classification of Industrial Programs (CIP) codes, and Dictionary of Occupational Titles (DOT) codes have been included.

- ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide - includes informal assessment instruments, thirty five employability and study skills with instructional activities included to teach each skill to junior/senior high students.

Q. WHAT ARE SOME OTHER RESOURCES FOR VOCATIONAL EDUCATION PERSONNEL?

A. Many resources exist. Some newsletters and bulletins are:

Vocational Training News
Provides information on the availability of grants, the results of research and exemplary programs, and developments in Congress and Federal and state education departments.
Capitol Publications, Inc.
1101 King Street
P.O. Box 1454
Alexandria, VA 22313-2054

Worklife
Provides information on employment for people with disabilities.
President's Committee on Employment of People with Disabilities
1111 20th Street NW, Suite 636
Washington, D.C., 20036-3740.

Education for Employment: A Resource and Planning Guide
Bulletin 911160
Wisconsin Department of Public Instruction
Publication Services
P.O. Box 7841
Madison, WI 53707-7841.

MVA Reporter
Provides information on developments in vocational education in Missouri.
Missouri Vocational Association
101 Madison Street
Jefferson City, MO 65101.

Some important organizations include:

- HEATH Resource Center, (National Clearinghouse on Postsecondary Education for Handicapped Individuals): provides information on resources for postsecondary education programs for disabled people. Contact: One Dupont Circle, Suite 800, Washington, D.C. 20036-1193, 1-800-544-3284.

- Governors Committee on Employment of the Handicapped: provides information, advocacy, and referral for and about persons with disabilities, 1-800-392-8249.

- The Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE): helps students and educators upgrade the quality of services available for disabled students in post-secondary schools. Contact: P.O. Box 21192, Columbus, OH 43221.

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